

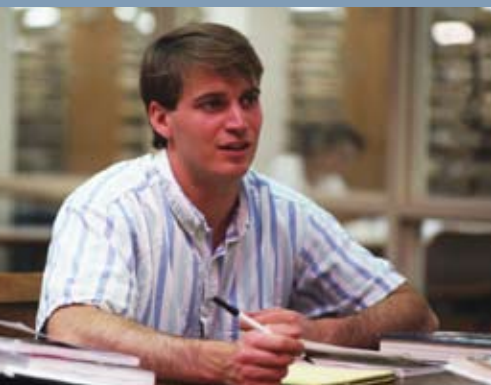
Përshëndetje! • مرحبا • Здравейте! • 你好 • zdravo! • Dobry den!



tere! • שלום! • szervusz! • Halo • 今日は! • hello! • 안녕하세요!



Dzień dobry! • olá! • bună ziua! • здравствуйте • здорово! • merhaba!



Вітаю • Dobry den! • Përshëndetje! • مرحبا • Здравейте! • 你好



National Security Education Program

Annual Review

szervusz! • Halo • 今日は! • hello! • 안녕하세요! • Dzień dobry!

Letter from the Director

The National Security Education Program (NSEP) awarded its first scholarships and fellowships in 1994. Since then, NSEP has been at the forefront of a national effort, heightened by the events of September 11, 2001 (9/11), to create a cadre of U.S. citizens with advanced, professional-level skills in languages and cultures that are critical to our nation's future.

NSEP's five initiatives — David L. Boren Scholarships, David L. Boren Fellowships, The Language Flagship, the English for Heritage Language Speakers (EHLS) program, and the National Language Service Corps (NLSC) — strengthen U.S. national security in unique ways, by providing motivated individuals with access to critical language and culture education while preparing citizens for federal employment.

By providing awards to only the most outstanding individuals and supporting the long-term overseas study of languages and cultures not commonly studied by most U.S. students, David L. Boren Scholarships and Fellowships ensure a flow of highly talented and motivated professionals into the federal sector. Hundreds of Boren Scholars and Fellows have already made their mark in supporting an extraordinarily diverse array of federal needs.

The Language Flagship boldly responds to the compelling need to reinvent how American students build the knowledge they need to confront a challenging, complex, and interdependent global environment. Flagship programs offer students unique opportunities to build professional-level skills in critical languages as an integral component of their education.

NSEP recognizes the importance of integrating into the federal workforce U.S. citizens who have professional expertise and whose native language is one of those critical to national security. Through the EHLS program, NSEP provides such individuals with rigorous English language and culture instruction, practical experience working on government projects with federal employees, and exclusive career opportunities.

NLSC is a vital effort to certify and catalog the diverse language and cultural skills evident in the U.S. population. Now in its pilot phase, NLSC represents the first effort of its kind to create a primarily volunteer network of Americans with advanced language skills who are prepared to serve their country during times of national emergency or other urgent need.

Together, the five NSEP initiatives produce an unprecedented array of talented individuals prepared to serve in vital positions in the federal government. The Service to the Nation section at the end of this review emphasizes how individuals who have benefitted from NSEP programs and awards play an important and timely role in helping to ensure the safety, security, and economic well-being of the United States.

This review highlights some of the exciting initiatives and programs that NSEP has undertaken to reinforce the idea that high-quality language and international education are integral components of an investment that Americans must make in the next generation. In the words of Colin Powell, "To solve most of the major problems facing our country — from wiping out terrorism to minimizing global environmental problems to eliminating the scourge of AIDS — will require every young person to learn more about other regions, cultures, and languages."

Dr. Robert Slater
Director, NSEP

National Security Education Program

Strengthening national security through critical language and culture expertise

The National Security Education Program (NSEP) is a major federal effort designed to build a large qualified pool of U.S. citizens who have superior skills in foreign languages and international experience in areas critical to national security. Its two major objectives are (a) to enable and enhance the capacity of the U.S. educational system to train a new generation of globally competent students and (b) to identify candidates for federal employment from this pool of students.

The only federally funded effort that addresses the combined issues of language proficiency and federal workforce needs in support of national security, NSEP focuses on the critical languages and cultures of Africa, Asia, Central and Eastern Europe, Latin America, and the Middle East. Its students participate in innovative, intensive, long-term programs designed to provide meaningful opportunities to gain significant competency in their chosen languages and cultures. In addition, NSEP provides clear performance measures and accountability for its initiatives, including

- Detailed performance monitoring of individual and institutional award recipients,
- Language proficiency testing and certification, and
- Federal job placement assistance and tracking.

NSEP was established by the David L. Boren National Security Education Act of 1991 (P.L. 102-183 as amended). The program is administered by the U.S. Department of Defense and overseen by a 13-member board composed of federal officials and presidential nominees who are confirmed by the U.S. Senate.

NSEP is firmly established as a significant component in the federal government's effort to address shortfalls in foreign languages and area expertise. As such, each NSEP award recipient must agree to fulfill a 1-year (minimum) service commitment with the U.S. government. NSEP's hands-on approach ensures that every award recipient learns how to identify appropriate federal jobs and that federal agencies know how to identify and recruit NSEP award recipients.



Five Initiatives

To meet its goals, NSEP sponsors five initiatives in the form of broad strategic partnerships that connect the U.S. education community, government agencies that have national security interests, global businesses, and individuals who are impassioned to learn languages that are less commonly taught. Each initiative is designed to provide the language skills required to ensure U.S. national security and competitiveness in a global economy.



David L. Boren Scholarships are awarded to U.S. undergraduates for up to 1 academic year of overseas study of languages and cultures critical to national security. Awardees are outstanding and promising learners, as determined through a competitive national merit-based process. Boren Scholars demonstrate their merit for an award in part by agreeing to fulfill a 1-year (minimum) service commitment to the U.S. government.

David L. Boren Fellowships are awarded for up to 2 years to motivated U.S. graduate students who develop independent projects that combine study of language and culture in areas critical to national security with professional practical experiences. Awardees demonstrate the highest intellectual and professional capacity, as determined through a competitive national merit-based process. Boren Fellows demonstrate their merit for an award in part by agreeing to fulfill a 1-year (minimum) service commitment to the U.S. government.



THE LANGUAGE FLAGSHIP

Creating Global Professionals

The Language Flagship seeks to graduate students who will take their place among the next generation of global professionals, commanding a professional level of fluency in one of many languages critical to U.S. security and competitiveness.

U.S. university undergraduate and post-baccalaureate (post-B.A.) students participate in intensive domestic and overseas programs designed to give them the ultimate language immersion experience. The Language Flagship also supports new concepts in language instruction, such as partnerships with innovative universities and with school systems that are developing K-12 articulation programs in Chinese and Arabic.





The **English for Heritage Language Speakers (EHLS)** program provides intensive English language instruction to professionals who are U.S. citizens and native speakers of critical languages. Participants receive scholarships to participate in the EHLS program at Georgetown University, which provides 8 months of instruction. Along with extracurricular activities, this training allows participants to achieve professional-level proficiency in the English language and thereby access federal job opportunities. This program is the first of its kind to help nonnative-English-speaking individuals develop such high-level English proficiency in reading, writing, listening, and speaking in preparation for public service.



The **National Language Service Corps (NLSC)**, currently in a pilot phase, is a program designed to provide surge language capabilities (in response to a sudden, unexpected need) by creating and maintaining a readily available corps of civilians who are highly proficient in English and have certified expertise in one or more languages important to the security and welfare of the nation. NLSC members agree to offer their certified language skills in support of federal response to domestic or foreign disasters and nonemergency activities related to national security and welfare.

How Are NSEP Initiatives Different, and Why Are They Critical to National Well-Being?

Other International Education Efforts

Of all American students studying abroad, 60 percent are enrolled in programs in Australia, Canada, New Zealand, and Western Europe.

Fewer than 5 percent of all U.S. students who study abroad enroll in full academic- or calendar-year programs.

Of all higher education foreign language enrollments in the United States, 76 percent are in French, German, Italian, and Spanish.

The average U.S. college language major reaches an intermediate-level of proficiency in a language that is less commonly taught.

NSEP Initiatives

NSEP exclusively supports language programs in regions of the world that are less-common destinations for American students. *NSEP award recipients have studied in more than 120 countries (excluding English-speaking nations where most other American students study abroad), enhancing their proficiencies in more than 110 different languages.*

NSEP emphasizes long-term academic study. *Of all NSEP award recipients, more than 60 percent opted to participate in study abroad for an academic year or longer.*

NSEP focuses on the study of non-Western European languages, *including Arabic, Chinese (Mandarin), Persian, and other languages critical to national security and global competitiveness.*

NSEP-sponsored language study is rigorous — and effective. *Award recipients are high-aptitude language learners who, over the course of their NSEP-funded study, often achieve advanced to professional levels of proficiency in their chosen language.*



Countries of Emphasis

NSEP supports study abroad in Africa, Asia, Central and Eastern Europe, Eurasia, Latin America, or the Middle East. NSEP award applicants may apply to study in any country outside of the United States, Western Europe, Canada, Australia, and New Zealand. NSEP typically supports study in any of the following emphasized countries:

Afghanistan	Congo, Democratic Republic of the	Iran	Montenegro	Slovenia
Albania	Congo, Republic of the	Iraq	Morocco	South Africa
Algeria	Cote d'Ivoire	Israel	Nicaragua	Sudan
Angola	Croatia	Japan	Nigeria	Syria
Argentina	Cuba	Jordan	Oman	Taiwan
Armenia	Czech Republic	Kazakhstan	Pakistan	Tajikistan
Azerbaijan	Egypt	Kenya	Panama	Tanzania
Bahrain	El Salvador	Korea, North	Peru	Thailand
Belarus	Eritrea	Korea, South	Philippines	Tunisia
Bosnia and Herzegovina	Ethiopia	Kuwait	Poland	Turkey
Brazil	Georgia	Kyrgyzstan	Qatar	Uganda
Bulgaria	Guatemala	Lebanon	Romania	United Arab Emirates
Burma	Haiti	Liberia	Russia	Uzbekistan
Cambodia	Honduras	Libya	Rwanda	Venezuela
Chile	Hungary	Macedonia	Saudi Arabia	Vietnam
China	India	Malaysia	Serbia	Yemen
Colombia	Indonesia	Mexico	Sierra Leone	Zimbabwe
		Moldova	Slovakia	

Languages of Emphasis

NSEP award recipients must study a foreign language appropriate to the country in which they are studying abroad. NSEP typically supports study of any of the following emphasized languages:

African languages	Gan	Macedonian	Slovak
Albanian	Georgian	Malay	Slovenian
Amharic	Hebrew	Malayalam	Swahili
Arabic*	Hindi	Mandarin	Tagalog
Armenian	Hungarian	Moldovan	Tajik
Azerbaijani	Indonesian	Mongolian	Tamil
Belarusian	Japanese	Pashto	Telegu
Bengali	Javanese	Persian**	Thai
Bosnian	Kanarese	Polish	Turkmen
Bulgarian	Kazakh	Portuguese	Turkish
Burmese	Khmer	Punjabi	Uighur
Cambodian	Korean	Romanian	Ukrainian
Cantonese	Kurdish	Russian	Urdu
Croatian	Kyrgyz	Serbian	Uzbek
Czech	Lingala	Sinhala	Vietnamese

*Arabic, including Modern Standard Arabic and national and regional dialects.

**Persian, including Afghan (Dari) and Iranian (Farsi) dialects.



David L. Boren Scholarship Program

Enabling nontraditional study abroad for undergraduates



Boren Scholarships offer outstanding U.S. undergraduate students an unparalleled opportunity to undertake long-term, high-quality overseas study. Through this highly competitive annual national program, successful applicants distinguish themselves as highly motivated in their academic and career goals and in their strong commitment to public service. Since 1994, more than 2,400 Boren Scholarships have been awarded for study in more than 65 languages in more than 75 countries.

Boren Scholarships provide funding to support up to a full academic year of overseas study in an area of the world deemed critical to U.S. national security. Boren Scholarship applicants are judged on their academic merit as well as on their ability to articulate the role that the proposed study abroad program will play in their education and future career plans, which must include a clear commitment to federal service. On acceptance of the award, Boren Scholars agree to fulfill a 1-year (minimum) service commitment to the U.S. government in a position related to national security.

The current generation of college students has largely grown up in a world transformed by the events of September 11, 2001 (9/11). As a result, these students are keenly aware of the vital role of language and global skills in terms of U.S. national security and competitiveness. For ambitious scholars who have a strong desire to contribute to our nation's security, the Boren Scholarships provide an exciting and meaningful opportunity. The average number of Boren Scholars studying in the Near East tripled after 9/11.

Unconventional Languages and Countries, Diverse Majors

Boren award recipients speak less commonly taught critical languages, travel to less-common destinations for significant periods, and study a wide range of disciplines.

In 2008, the most frequently studied languages by Boren Scholars, in descending order, were

- Arabic;
- Chinese (Mandarin);
- Russian;
- Turkish; and
- Japanese, Portuguese, and Swahili.

Arabic, Chinese (Mandarin), and Russian represented 67% of the languages studied.

In 2008, the most commonly studied countries, by language, were

- Arabic — Egypt (more than 48% of Boren Scholars in Arabic choose to study in Egypt), Jordan, Morocco, and Syria;
- Chinese (Mandarin) — China (P.R.C.);
- Russian — Russia;
- Turkish — Turkey;
- Japanese — Japan;
- Portuguese — Brazil; and
- Swahili — Tanzania and Kenya.

In 2008, the top disciplines of Boren Scholars were

- International relations,
- Political science,
- History, and
- Middle East area studies.

More than 50 percent of Boren Scholars are majoring in one of the four areas listed above.



In 2008, Boren Scholars studied 22 less commonly studied languages in 29 countries around the world. In contrast, 60 percent of U.S. students who studied abroad went to Australia, Canada, New Zealand, and Western Europe.

Long-Term Overseas Immersion

Boren Scholars are committed to long-term study overseas. Although the trends in U.S. study abroad are toward shorter (2- to 8-week) periods, in 2008, nearly three-quarters of Boren Scholars studied overseas for 6 months or more.



Spotlight

Each year, NSEP honors one Boren Scholar alumnus with an award for outstanding federal service and academic achievement.

Howard Baker, Jr., Award Winners

The Howard Baker, Jr., Award is named in honor of Ambassador Howard Baker, Jr., who held an exemplary career in public service and is regarded as one of the most successful senators in terms of brokering compromises, enacting legislation, and maintaining civility.

The 2007 Howard Baker, Jr., Award winner was **Andrew DeBerry**, a 2003 Boren Scholar. DeBerry studied aerospace engineering at University of Notre Dame and studied Arabic in an intensive summer language program in Egypt. He participated in the U.S. Air Force Reserve Officers' Training Corps (AFROTC) program as an undergraduate; participated in an exchange program for intelligence operations as an engineer; participated in an Air Force Arabic immersion program; and consequently served in leadership positions while stationed in Korea, Germany, and now in Afghanistan. DeBerry is an intelligence officer in the U.S. Air Force.

The 2008 Howard Baker, Jr., Award winner was **Matthew Parin**, a 2005 Boren Scholar. Parin studied Arabic in Egypt and graduated from American University in 2007 with a degree in international relations. During his undergraduate studies, he interned with the Federal Aviation Administration, where he worked on the Middle East desk in the Office of International Aviation, and he deployed to Iraq as an intelligence analyst in support of Operation Iraqi Freedom in fall 2008. Parin now works in the Iran division of the Middle East and North Africa Office at the U.S. Department of Defense.

Boren Scholar Snapshots

- ✓ A sophomore with a double major in biochemistry and molecular biology and a minor in music conducted research and studied Chinese (Mandarin) at Wuhan University in China (P.R.C.), finishing with advanced high proficiency.
- ✓ A senior pursuing a major in Near Eastern studies and a minor in international relations from Cornell University studied Arabic at the American University in Cairo, Egypt, and then went on to an internship with the Department of State at the U.S. Embassy in Cairo.
- ✓ A senior at the University of Kentucky seeking dual bachelor of arts degrees in political science and Middle Eastern studies studied Arabic at the American University of Cairo in Egypt. He is the president of the University of Kentucky Arabic Club.
- ✓ A senior pursuing an international business and supply chain management degree at the University of Minnesota studied in Egypt, where he focused his studies on Arabic, development economics, and the Egyptian textile export industry in the context of the qualifying industrial zone (QIZ) free-trade agreement with the United States.



David L. Boren Fellowship Program

Providing unparalleled opportunities for international graduate study and research

Boren Fellowships offer outstanding U.S. graduate students an opportunity to expand their capacity in critical languages and cultures while completing their graduate degree programs. In NSEP-funded studies, Boren Fellows combine intensive language and culture training with the professional and practical experiences gained from their graduate studies.

NSEP is one of few programs in existence that allow students to explore nontraditional languages and cultures with their content disciplines for extended periods abroad. Boren Fellows develop their own proposals and must identify in detail during the application process how their project — and future academic and career goals — will contribute to U.S. national security.



Boren Fellowships are awarded for a minimum of one semester and maximum of 2 academic years. Awardees demonstrate the highest intellectual and professional capacity and a commitment to and interest in serving in the U.S. federal government for at least 1 year.

NSEP uses a nationally competitive merit-review process to select Boren Fellowship winners, similar to the process for granting Boren Scholarships. Applicants are judged on their academic record, potential for success in their proposed study, the quality and appropriateness of the proposed program and its relevance to NSEP goals, language interest and aptitude, commitment to international education to fulfill academic and career goals, and level of commitment to federal service. This intensive review helps to ensure that these students are of the highest caliber and the right fit for the Boren Fellowship program.

Unconventional Languages and Countries, Diverse Fields

Although they represent many disciplines, all Boren Fellows share a common desire: to learn more about other languages and societies and thereby broaden their own cultural understanding and aptitude. Since 1994, more than 1,300 Boren Fellowships have been awarded for study of approximately 100 languages. Over this same period, Arabic has been the predominant language studied, with Chinese (Mandarin) following second and Russian and Spanish a distant third and fourth, respectively.

In 2008, the languages most commonly studied by 70% of Boren Fellows, in descending order, were

- Arabic,
- Chinese (Mandarin),
- Portuguese,
- Swahili,
- Russian, and
- Japanese.

In 2008, 51% of Boren Fellows studied Arabic, Chinese (Mandarin), or Portuguese.

In 2008, the top countries where Boren Fellows studied, by language, were

- Arabic — Egypt (more than 32% of Boren Fellows in Arabic study in Egypt), Morocco, and Syria;
- Chinese (Mandarin) — China (P.R.C.);
- Portuguese — Brazil;
- Swahili — Kenya and Tanzania;
- Russian — Russia; and
- Japanese — Japan.

Like Boren Scholars, most Boren Fellows pursue degrees in the social sciences. More than 50% of the 2008 Boren Fellows were pursuing degrees in international affairs or political science.





Long-Term Overseas Immersion

Boren Fellows are distinguished in their commitment to language and cultural immersion in the context of their graduate programs and research.

Boren Fellowship winners reveal a remarkable commitment to combining intensive language and cultural immersion with their graduate programs. In 2008, 82 percent of all Boren Fellows studied overseas for at least 6 months. Many Fellows choose to extend their overseas graduate studies to accommodate the need to develop the types of language and cultural knowledge that can be gained only through intensive overseas immersion experiences.

Spotlight

Each year, NSEP honors one Boren Fellow alumnus with an award for outstanding federal service and academic achievement.

Sol Linowitz Award Winners

The Sol Linowitz Award is named in honor of Ambassador Sol Linowitz, a former diplomat and major supporter of international education and NSEP.

The 2007 Sol Linowitz Award winner was **Heather Kalmbach**, a 2001 Boren Fellow and 2003 Flagship Fellow. Kalmbach studied advanced Arabic in Egypt, joined the Foreign Service in 2005, and assumed her first assignment in Jeddah, Saudi Arabia, where she reported on Islamic affairs. After completing this assignment, she returned to the Foreign Service Institute to advance her Hebrew skills. Subsequently, she returned to the Middle East as a Foreign Service officer in Jerusalem, where she worked on Palestinian issues, focusing on human rights, the rule of law, women's issues, and local government. After her Jerusalem assignment, Kalmbach returned to the United States, where she holds a position within the Bureau of Near Eastern Affairs.

The 2008 Sol Linowitz Award winner was **Benjamin Orbach**, a 2002 Boren Fellow. Orbach studied Arabic in Jordan, where his experiences as a Boren Fellow formed the basis for *Live from Jordan: Letters Home from My Journey through the Middle East* (Amacom Books, 2007). He worked for 3 years at the Department of State in the office of the Middle East Partnership Initiative (MEPI) and for 1 year as the MEPI coordinator at the U.S. Consulate in Jerusalem. Orbach now is Creative Associates International's (www.CAII.com) resident country director for the West Bank and Gaza; he has received multiple professional awards for designing and managing democratic reform projects in the Middle East and North Africa.

Boren Fellow Snapshots

- ✓ A master's degree candidate in international economics, South Asian studies, and conflict management from Johns Hopkins University's School of Advanced International Studies (SAIS) performed research on the relationship between the Shia and Sunni Muslims in Uttar Pradesh, India, while studying Hindi in three different regions: Allahabad, Lucknow, and Varanasi.
- ✓ A master's degree candidate in public administration from Princeton University's Woodrow Wilson School of Public and International Affairs studied Levantine Arabic in a program sponsored by the French Foreign Ministry in Damascus, Syria. While in Syria, he conducted a needs assessment in Arabic with the United Nations Relief and Works Agency.
- ✓ A master's degree candidate in international peace and conflict resolution from American University's School of International Service (SIS) researched migration and human trafficking through Mexico while studying Spanish in Mexico City, graduated from SIS, and now works alongside four other Boren Fellows as a refugee officer for the U.S. Department of Homeland Security.
- ✓ A recent Ph.D. candidate in anthropology from the University of California, Los Angeles, studied treatment-seeking behaviors, traditional medicine, and family well-being in the Kilifi District of coastal Kenya. While conducting research, he studied Swahili and used the language in conducting field work with traditional healers, local biomedical health workers, and the families of children with chronic epilepsy.



Language Report: Boren Scholars and Fellows

NSEP is distinctive in its focus on the development of linguistic and cultural expertise. Its success is most apparent in the regional and disciplinary breadth of the program, the advanced language proficiency that NSEP award recipients develop, and the program's many contributions to increasing national language capacity.

NSEP's success is amply reflected in the wide variety of languages learned by Boren award recipients and the many world regions where they study. Since 1994, Boren award recipients have studied more than 110 languages in more than 120 countries. The most commonly studied languages among Boren Scholars and Fellows have been Chinese (Mandarin and Cantonese), Arabic, Russian, Spanish, Japanese, and Portuguese. The most commonly studied countries have been China, Russia, Japan, Egypt, and Brazil. Disciplines studied by Boren Fellows and Scholars include international relations, history, economics, international business, and biology among others.

In general, NSEP award recipients distinguish themselves in their dedication to learning difficult languages. Since 1996, all Boren award recipients have been tested for oral proficiency in their target languages, before and after their NSEP-sponsored studies.¹ NSEP is the only federal program that routinely tests its award recipients for language proficiency.

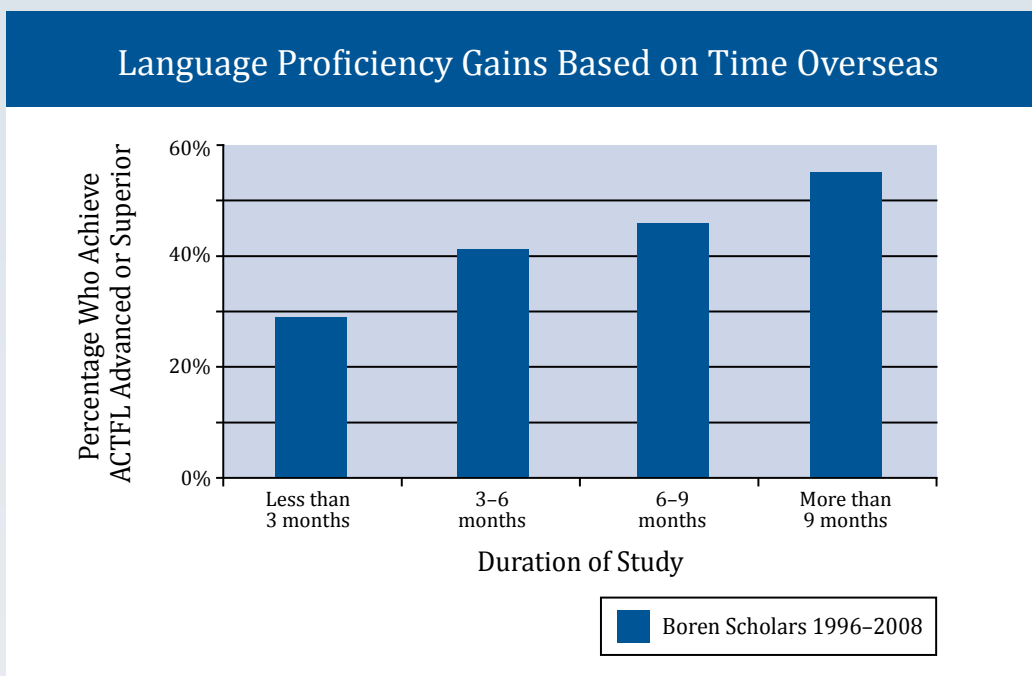
The results of more than ten years of testing underscore NSEP's success in building a national capacity in critical languages:

- Forty-four percent of all Boren Scholars and 66 percent of all Boren Fellows have achieved, at minimum, an Advanced level of oral proficiency in their language.
- Sixty-six percent of Boren Scholars and 87 percent of Boren Fellows studying Chinese (Mandarin and Cantonese) have achieved, at minimum, an Advanced level of oral proficiency.
- Thirty-five percent of Boren Scholars and 60 percent of Boren Fellows studying Arabic have achieved, at minimum, an Advanced level of oral proficiency.
- Thirty-seven percent of Boren Scholars and 54 percent of Boren Fellows studying Russian have achieved, at minimum, an Advanced level of oral proficiency.

¹ The oral proficiency of NSEP award recipients is tested by Language Testing International, the testing arm of the American Council on the Teaching of Foreign Languages (ACTFL). Oral proficiency is rated on the ACTFL scale, from Novice to Superior. Only award recipients who study languages for which a proficiency test is available are tested, and individuals who have had no previous exposure to the language are not tested before beginning any NSEP-sponsored programs.

A major reason for the success of Boren award recipients in language acquisition is the duration of their immersion experiences. Although the trend in U.S. study abroad is toward shorter periods of overseas study (2–8 weeks), in 2008, 82 percent of Boren Fellows and 74 percent of Boren Scholars went overseas for more than 6 months. These statistics highlight the Boren programs' success in promoting the long-term study abroad necessary to yield greater language proficiency gains.

The chart below demonstrates the impact of long-term study overseas. The results of more than ten years of language testing demonstrate that the longer a student is abroad, the more likely he or she is to achieve advanced or superior level language proficiency.



NSEP is the only civilian language program of its kind, and it is unique in having consistently and thoroughly responded to the changing linguistic demands of U.S. national security. The Boren awards' focus on long-term language immersion has produced significant proficiency gains and a wide range of cultural expertise that award recipients have applied across various disciplines. The high-quality, broad experience that Boren award recipients gain while supported by NSEP ultimately becomes an invaluable asset to the federal government's mission to ensure national security and maintain global competitiveness.

The Language Flagship

Changing the way Americans learn languages

Flagship Institutions

The Language Flagship boasts an impressive list of centers, programs, and partnerships that contribute to the overarching NSEP goals of creating global professionals. Flagship initiatives include

- 13 Domestic Flagship Centers,
- 6 Flagship partner programs,
- 3 K-12 Flagship programs, and
- 9 Overseas Flagship Centers.



Whereas the Boren awards offer students the opportunity to study an array of languages that are critical to U.S. national competitiveness and security through various program archetypes and institutions, The Language Flagship represents an ambitious effort to empower a small-but-expanding group of select institutions of higher learning to implement new models of advanced language learning. Flagship centers and programs offer students advanced language instruction while they earn academic degrees in other subjects along with all the tools necessary to enable them to achieve professional-level language proficiency. Both undergraduate and post-baccalaureate (post-B.A.) programs are available, and all programs include periods of rigorous language and cultural immersion at Overseas Flagship Centers.

To qualified American students, The Language Flagship awards a limited number of fellowships that provide full financial support for participation in one of the Flagship programs. These students are referred to as Flagship Fellows.

The Language Flagship also funds a select number of pilot K-12 programs designed to provide an articulated path of language instruction for students from elementary school through college. Combined with the efforts of other critical federal, state, and local programs, The Language Flagship aims to lead a national movement that will affect students nationwide.



Flagship centers and programs focus on the following critical languages:

- African languages
- Arabic
- Central Asian Turkic languages
- Chinese
- Hindi/Urdu
- Korean
- Persian
- Russian and Eurasian languages

New Curricular Approaches

Flagship centers work within their host institutions to radically reengineer existing language programs in an effort to enable graduates to achieve professional proficiency. The Language Flagship encourages a broad range of transformative activities with respect to curriculum, institutional enhancement, and commitment to advanced language programming. Flagship curricula maximize students' exposure to and use of the target language. Ultimately, The Language Flagship is committed to building an enduring nationwide infrastructure of programs that are fully integrated into mainstream higher education.

Undergraduate programs are designed to enable students to achieve professional-level proficiency during the course of their undergraduate studies. These programs integrate students' major areas of study, allowing them to take subject-matter classes — math, history, or political science, for example — in the chosen foreign language. Language becomes an integral part of the students' education as they learn it in the context of other academic interests.

Post-B.A. programs usually are designed as master's degree programs; however, a certificate option is available for students who study for only 1 year. The post-B.A. Flagship program has two components: domestic and overseas. The first year of intensive language study takes place at a Domestic Flagship Center in the United States, and the second year is spent in an immersion program at an Overseas Flagship Center. (All Overseas Flagship Centers are designed and managed by the domestic Flagship institutions.) While overseas, students enroll directly in universities where classes are taught in their target languages and complete internships in areas relevant to their majors.

Mandatory Overseas Immersion

All Flagship students are required to spend at least 1 year studying overseas. Some undergraduate students require additional short periods of overseas immersion that are focused specifically on preparation for professional language learning.

The Language Flagship provides unparalleled opportunities for students to engage in carefully articulated programs of study that include advanced language instruction, direct enrollment at overseas universities where they can study their subject areas in the target language, specialized tutors, and internships that combine practical use of the language with career interests. Flagship undergraduate students are considered ready for the year overseas when they achieve an Advanced level of proficiency.



Flagship Students and Graduates

Flagship institutions enrolled 236 students for undergraduate and post-B.A. programs in 2007 and 397 students in 2008. Retention in Flagship programs is high, and most students achieve greater language proficiency each year.

By the time they complete their Flagship programs, all students are expected to have achieved professional proficiency (which corresponds to level 3 on the Inter-agency Language Roundtable [ILR] scale or Superior on the American Council on the Teaching of Foreign Languages [ACTFL] scale) in their target languages. Students' individual proficiency levels are monitored throughout their Flagship experience, and language instruction is tailored to meet the needs of each learner. This model has proven to be successful in stimulating student interest and keeping students engaged in learning both language and culture.

Flagship graduates leverage their advanced language and cultural skills in various careers, offering an intercultural perspective to employers in federal and state governments, global businesses, and nongovernmental organizations. The deep linguistic, cultural, and professional expertise that graduates gain by participating in Flagship programs allows them to contribute invaluable insight to various fields and industries.



Expansion and Diffusion of Innovation

In addition to supporting student programs, The Language Flagship provides grants to innovators to develop and implement new models of language learning, assessment, and standards development and then share them with institutional “early adopters” who are committed to moving these innovations into new institutional settings. The Language Flagship has actively sought to partner existing Flagship centers with other committed U.S. institutions of higher education to expand its model of advanced language learning nationwide.

The Language Flagship also adds new languages to its portfolio in the form of new programs and centers if and when these languages are determined to be necessary to meet a critical need. In 2008, The Language Flagship added five new undergraduate partner programs in Arabic, Chinese, and Russian and added a new African Languages Flagship Center that focuses on Swahili and Yoruba.



Collaborative Initiatives

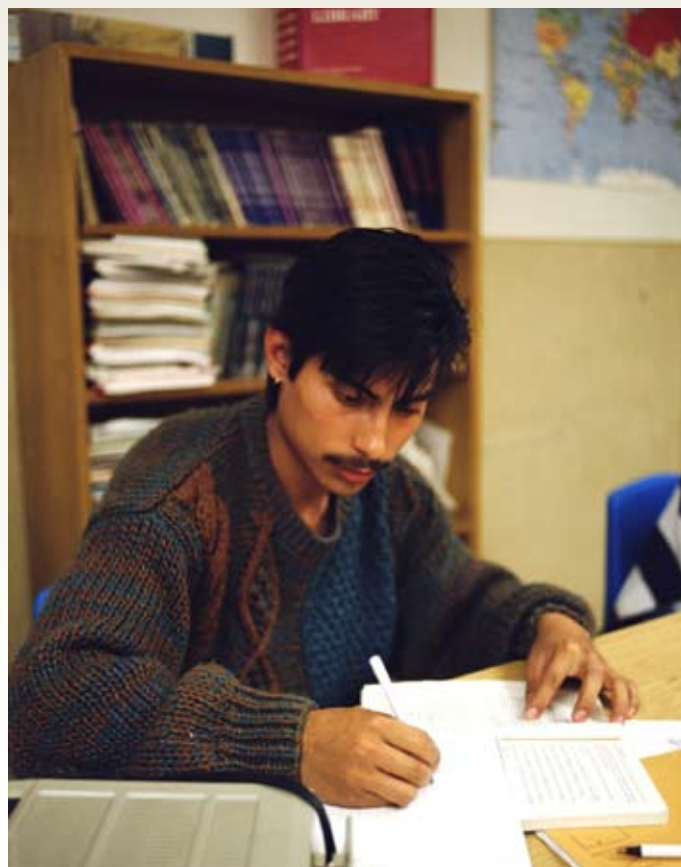
Part of the core mission of The Language Flagship is to support and advance a collaborative effort among government, education, and business to create global professionals. In 2007, The Language Flagship took the lead in coordinating the 2007 U.S. Language Summits: Roadmaps to Language Excellence. These summits engaged more than 100 members of the business community to shape change at the state level and create a plan that will produce global professionals who have advanced language and culture skills, and their success sparked Flagship efforts to explore opportunities for engaging the business sector.

In 2008, The Language Flagship initiated a city-based series focused on identifying the language skills that businesses need and the role that the business sector can play in advancing language education in the United States. The Metro Language Series kicked off in spring 2008 with concerted brainstorming sessions in San Francisco, Calif., and Seattle, Wash., followed by fall 2008 sessions in New York City and Washington, D.C. More than 100 representatives of small, medium, and large companies as well as organizations that support business development in their region contributed insight to these sessions. Participants brought a broad range of experience in terms of not only responsibilities but also the breadth of industry sectors represented.

K-12 Articulation

In the United States, language education typically begins late in a student's academic career. Even students who study a foreign language in high school enter college or university with only basic skills in that language. An important goal of The Language Flagship is to "push down" the model to high, middle, and elementary schools so that students will enter college with established, measurable skills in a second language that will enable them to achieve professional proficiency within a 4-year undergraduate program.

The Language Flagship supports three pilot efforts designed to create effective language teaching at the K-12 level. Through partnerships between the University of Oregon and Portland Public Schools (Chinese), Michigan State University and Dearborn Public Schools (Arabic), and Ohio State University and Ohio Public Schools (Chinese), The Language Flagship provides national models of articulated curricula designed to graduate high school students with an Advanced level of proficiency. In addition to these pilot efforts, Flagship centers and programs are working to recruit students with strong language backgrounds into the university programs.



Flagship Snapshots

- ✓ A Fellow in a Russian Flagship Program who completed the overseas program at Saint Petersburg State University went on to interpret for U.S. and Russian personnel at the Washington, D.C.–Moscow Presidential Hotline.
- ✓ A former Fellow of an Arabic Flagship Program was honored by being asked to officially translate a speech that was delivered by Iraqi President Jalal al-Talabani at the United Nations General Assembly in September 2008 and is now published at the United Nations. He works for the U.S. Department of State as a Foreign Service officer focusing on nuclear weapons inspection in the Middle East and has been deployed to Iraq.
- ✓ A graduate of the Persian Flagship Program at the University of Maryland, College Park, who received his master's degree and studied overseas in Tajikistan, now works as a foreign media analyst, conducting open-source research and performing quality control for Persian–English translations. He also serves as a cultural advisor for Iran and Tajikistan.
- ✓ Two students currently in the Ohio State University Chinese Flagship Program won third place in the Chinese Bridge, a competition that chooses finalists through a series of performances of Chinese arts and spontaneous interviews. The competition also focuses on displaying academic prowess. One of these students received the Most Popular Contestant award. The final event of the competition was broadcasted live to millions of viewers in China on a well-known network television channel.



English for Heritage Language Speakers Program

Helping nonnative-English-speaking professionals gain English proficiency

The U.S. Congress created the English for Heritage Language Speakers (EHLS) program in 2005 to provide intensive English language instruction to U.S. citizens who have professional or academic skills and are native speakers of critical languages but have insufficient English knowledge to practice in their fields in the United States. Because of this English deficit, such Americans also are excluded from federal employment. The EHLS program was created to provide concentrated English language and culture training to these individuals, enabling them to acquire professional-level English proficiency to fit the workplace needs of the U.S. government.

EHLS scholars receive funding for 8 months of training (6 months of full-time, in-class instruction on campus followed by 2 months of online classes with on-campus weekend workshops) at Georgetown University in Washington, D.C. The curriculum includes English for Professional Purposes, federal job search assistance, and preparation of an open-source analysis project (i.e., reading, analyzing, and drawing conclusions about the content of online material) alongside current government staff.

Scholarship Recipients

EHLS scholars are native speakers of Arabic, Chinese (Mandarin), Dari, Farsi, Pashto, or Urdu. To receive an EHLS scholarship, an applicant must be a U.S. citizen and demonstrate professional-level (Interagency Language Roundtable [ILR] level 3) native language skills, advanced-level (ILR level 2 or above) English language skills, and a commitment to and interest in federal government service.

EHLS scholars have professional or academic backgrounds in areas such as law, business and finance, social and applied sciences, journalism, and education. They are mid- to senior-level professionals who immigrated to this country and have experienced limited career opportunities.



Instructional Program

In addition to English language coursework and practice intended to increase proficiency, each EHLS scholar develops an open-source analysis project, the topic of which is provided by a government agency. With the assistance of government analysts, the scholars obtain hands-on experience that fills a vital information gap. For the capstone component of the EHLS program, participants provide their partner analysts and other government representatives with briefings on their work and final reports that represent the substance of their analyses. These briefings and reports are typically posted within federal government open-source collections to serve as both resources and testimonies to the quality of their work as potential federal employees.

Providing foreign-language professionals with high-level English language instruction benefits both the individuals (who want professional-level English skills) and the government hiring managers (who so greatly need individuals on their staff who possess these skills). Graduates of the EHLS program have secured many positions throughout the federal government, especially in the intelligence community and in the Departments of Defense, State, and Homeland Security. These agencies are particularly interested in EHLS scholars to serve as open-source analysts, language instructors, and border protection and immigration specialists. Government contractors also have hired many of these specially trained people.

A major goal of the EHLS program is for its scholars to reach a professional-level English proficiency by the end of the 8-month intensive program. Some of the top professionals in the U.S. business, academic, and government communities are working with NSEP to enhance the program to help EHLS scholars reach their full potential.

EHLS Snapshots

- ✓ A native speaker of Farsi who was born in Iran, holds a bachelor's degree in judiciary law from the National University of Iran, and is a U.S. citizen since 2001. He graduated from the EHLS program in 2007 and now works as an open-source analyst for the intelligence community.
- ✓ A native speaker of Chinese (Cantonese) originally from Hong Kong has a bachelor's degree in computer science and graduated from the EHLS program in 2008. He now works at the Foreign Service Institute in the School of Language Studies/East Asian and Pacific program.
- ✓ A native speaker of Chinese (Mandarin) from Taiwan has a bachelor's degree in business administration from Texas Tech and graduated from the EHLS program in 2006. He now works as a financial analyst for the U.S. Agency for International Development (USAID).
- ✓ A native speaker of Arabic born in Egypt and a U.S. citizen since 2004 has a bachelor's degree in psychology from Ain Shams University, graduated from the EHLS program in August 2007, and now works as a transportation security officer for the Department of Homeland Security.



National Language Service Corps

Providing language experts with the opportunity to serve their country



Each year, the government of the United States is involved in major efforts, within its borders and abroad, that involve the urgent need for expertise in a language other than English. The U.S. Department of Defense (DoD) alone has U.S. military forces in more than 130 countries, performing duties from peacekeeping to training, disaster relief, and combat operations. Every federal organization — whether its mission is domestic or international — needs professionals with language skills.

Pilot Program Progress

In 2006, the U.S. Congress called for a pilot effort to form a national corps of individuals who would offer language support to federal agencies during times of crisis or urgent national need. The National Language Service Corps (NLSC) program is planning, building, and testing a corps of on-call language-certified Americans who are ready to serve the nation with their language skills. Members are expected to voluntarily join this organization because of a strong desire to use their language expertise to help ensure the safety and security of the United States during a time of national emergency or crisis.

NLSC has made significant strides since its conceptualization. The NLSC branding and positioning study, conducted in 2006, established the basis for the pilot phase, which formally began in April 2007. The NLSC is now conducting activation exercises to test the capability of the initiative to respond to federal needs.

Because the federal government has never set up an organization quite like this one before, NLSC is testing procedures for the recruitment, evaluation, and enrollment of members. During this pilot phase, NLSC is recruiting an initial corps of 1,000 individuals, known as charter members, who are certified in any of 10 specific languages that represent Africa, Asia, and Central and Eastern Europe. Charter members will participate in tests of NLSC activation procedures as well as in focus groups and other activities, and the test results will be used to refine future NLSC procedures.

NLSC features centralized planning and decentralized execution, and its members will serve according to federal organizational needs with language skills (in both foreign languages and English) that are readily available. Overall management responsibility is assigned to DoD, and program recruitment is national. In addition, NLSC members will receive skills training and maintenance.

NLSC Membership

NLSC members will be placed into one of two pools:

- The national pool is similar to the military model for inactive reservists. It consists of members who are registered in a national database. Members will be activated for paid federal service during times of national emergency or other surge needs for language capability.
- The dedicated sponsor pool is similar to the military model for active reservists. It consists of members who have contractual agreements with dedicated federal sponsors. A contract may include an obligation to perform specific responsibilities and duties for a specified number of days per year. Members will be activated by dedicated federal sponsors for service, may receive some federal employment benefits, will be supported and compensated by their dedicated sponsors, and will receive job protection once activated.

In both pools, financial compensation rates for service will be agreed upon in advance according to the federal government's general schedule (GS) salary plan.



Future Activities

Activation exercises, which will include partnerships with DoD components (including the combatant commands, the intelligence community, and the Centers for Disease Control and Prevention), will continue through 2010. The goal of NLSC is to create a large, global cadre of highly qualified people who will use their unique language skills to help multiple federal agencies respond quickly and accurately to national security events or other surge needs that require language expertise.



Service to the Nation

The overarching goal of NSEP is to build a broad pool of internationally experienced, linguistically and culturally competent individuals who are available for recruitment into the federal national security community. NSEP addresses this goal by offering financial support for the study of critical languages and cultures in exchange for a commitment to seek work in “federal positions related to national security,” broadly defined.

Priority is placed on positions in the U.S. Department of Defense (DoD), the Department of State, and the Department of Homeland Security (DHS), and any agency or organization within the U.S. intelligence community; however, if no positions are available with any of the four priority employers, awardees may fulfill the service requirement in any federal position that addresses national security issues. In

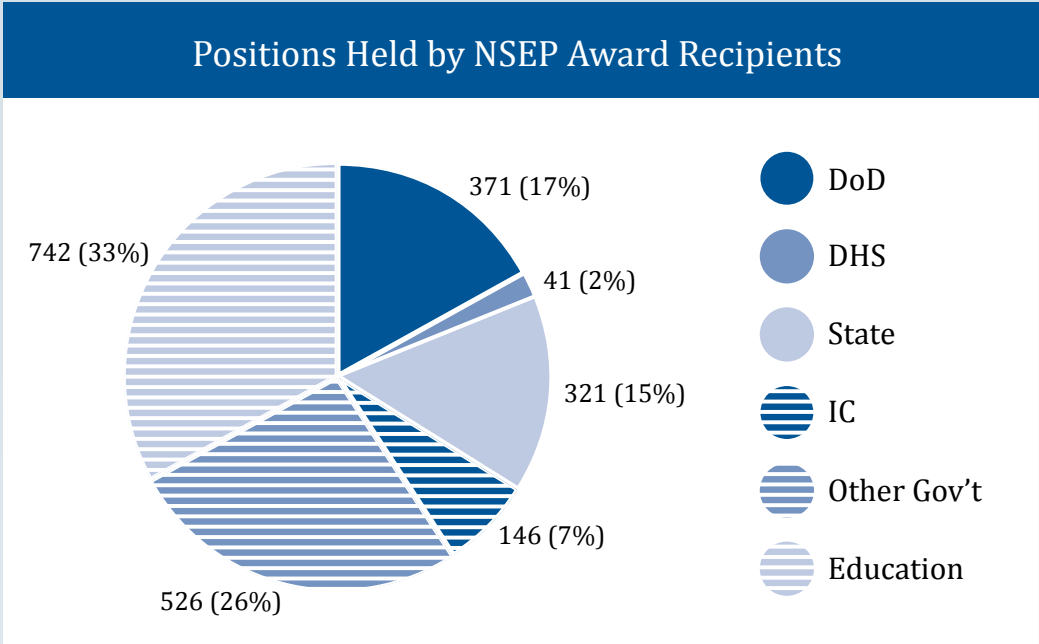
addition, the U.S. Congress recently expanded the service requirement to allow a limited number of award recipients to fulfill their service in the education sector (10 percent of the award recipient cohort).

NSEP’s success is most apparent in the rapidly increasing number of awardees who have fulfilled the federal service agreement and the broad range of positions and agencies in which they have served. To date, 52.7 percent (1,399) of all NSEP award recipients have either completed or begun to complete their national service. The 1,687 recipients who have not begun to fulfill their requirements still have an average of 30 months left to do so. Of NSEP award recipients whose service deadlines have passed, 90 percent have fulfilled their service requirements and at least 12 percent have served or continue to serve beyond the 1-year minimum service commitment.²

² This percentage is probably much higher than what the data reflect.

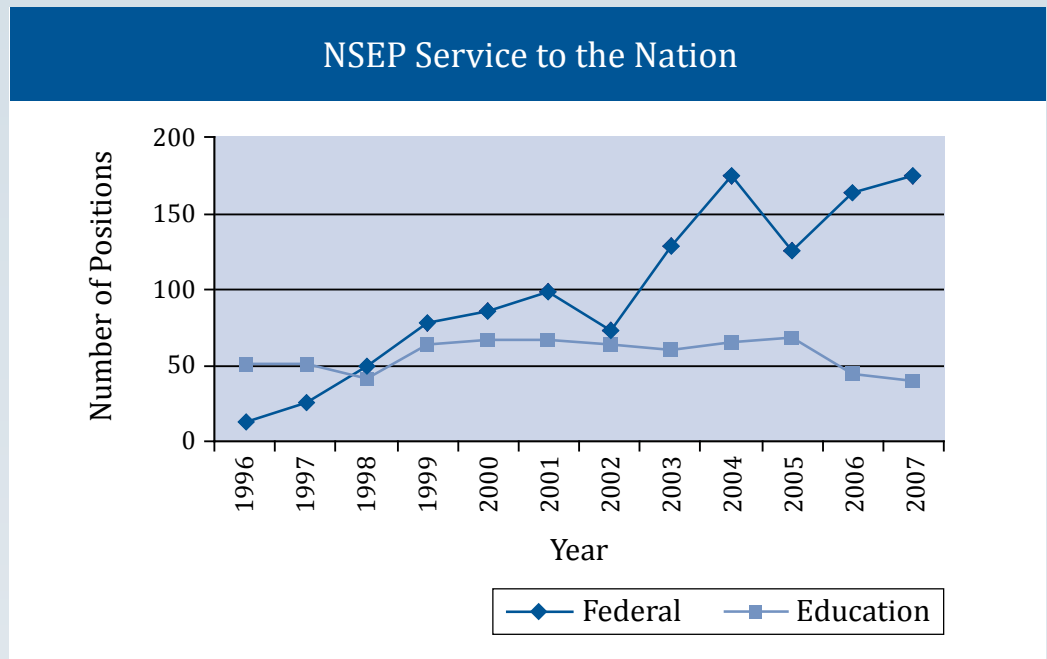
Although NSEP award recipients generally have been highly successful in securing appropriate positions to fulfill their service requirements, those who are unable to secure a qualifying position must pay back the award or demonstrate that no suitable employment opportunity exists to be released from the obligation.

The following chart illustrates where NSEP award recipients have fulfilled their federal service requirements; State stands for the Department of State, and IC stands for the U.S. intelligence community.



NSEP award recipients use their language and culture expertise in positions with many employers in the federal and academic sectors. They serve as analysts, economists, Foreign Service Officers, instructors, engineers, and biologists as well as in many other capacities. Thirty-four percent of NSEP award recipients have completed the service requirement with the four priority employers of the federal government, whereas 26 percent have served in positions related to national security for other employers. This federal service has been completed in at least 50 federal organizations, including 399 bureaus and 528 offices. The success of NSEP award recipients in the security arena speaks to the program’s ability to anticipate and meet the demand for critical area skills.

NSEP award recipients serve more commonly in the federal sector than in the academic sector. The following chart illustrates a dramatic increase in federal employment since 2002. The number of federal positions secured by NSEP award recipients between 2002 and 2003 alone increased 37 percent, reflecting NSEP's aggressive efforts to place award recipients in federal positions and a heightened interest in the skills offered by NSEP award recipients since the events of September 11, 2001 (9/11).



Federal demand for NSEP experts has continued to increase, and federal employment among NSEP award recipients has increased, on average, 17 percent per year as a result since 1996. In addition, the demand for NSEP award recipients' high-level skills is expected to increase over the next few years, given the new administration's planned federal expansion.³ NSEP award recipients thus will continue to respond to the changing needs of the federal government.

Ultimately, NSEP's success has been reflected in its recipients' success. NSEP award recipients work hard to fulfill their national service requirements. They have done so in myriad government agencies and educational institutions, in positions with a vast range of responsibilities. The superior skills they gain through their NSEP-funded studies prepare them well to meet future U.S. security needs.

³ Along with increased federal demand for area expertise, the service mandates from 2005 to 2007 do not allow NSEP award recipients to fulfill their service in academia; the new education option available in the 2008 agreement is limited to a maximum of 10 percent of the award recipient cohort. Regardless, the number of NSEP award recipients in federal positions is expected to continue to increase.



Senator David L. Boren

As a U.S. senator from Oklahoma from 1979 to 1994, David L. Boren served on the Senate Finance and Agriculture Committees and also was the longest-serving chairman of the Senate Select Committee on Intelligence. He authored the David L. Boren National Security Education Act, which established the National Security Education Program. Senator Boren currently serves as the 13th president of the University of Oklahoma.

“When I was chairing the Intelligence Committee, we brought in all the old pioneers: those [who] were there from the beginning with intelligence, helped start the CIA [and] helped us win World War II They said the most important thing you can have is a group of highly intelligent people who are extremely well educated, who understand the cultures and speak the languages, who can go into [other] countries and be advocates for the United States. ... It’s human talent that is key to our national security.”

— U.S. Senator David L. Boren (D-OK),
Breaking the Language Barrier
(DVD, National Security Education Program,
Arlington, VA, 2005)

NSEP
www.nsep.gov

Boren Awards
www.borenawards.org

The Language Flagship
www.thelanguageflagship.org

English for Heritage Language Speakers (EHLS) program
www.cal.org/ehls

National Language Service Corps (NLSC)
www.nlscorps.org

Links to National Security Education Program (NSEP) websites

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National Security Education Program

P.O. Box 20010
Arlington, VA 22219

Phone: 703-696-1991 • Fax: 703-696-5667

www.nsep.gov

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